

Programme 105.†

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(April to July, 1926.
(September to December, 1926, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLETT).

FORM I. (A and B)

PUPILS' NAMES

Bible Lessons.

In all cases the Bible text must be read and narrated without interruption.

A & B *The Bible for the Young*: (a) *Moses and the Exodus*, lessons 9-16, inclusive, by Dr. Paterson Smyth (P.N.E.U. Office, 2/-); (b) *St. Mark and The Acts* (P.N.E.U. Office, 1/6), lessons 17-24, inclusive. [Suitable stories from (a) *Exodus*, chapters 12-14, 16, 19, 20, 32-36, *Numbers* 3; and (b) from *The Acts*, chapters 1-8, inclusive.] Teacher study the Lesson (Paterson Smyth) to bring the passages home to the children, adding comments if necessary. *Bible Atlas* (S.P.C.K., 1/-). (Optional) *A Child's Book of Prayer*, by the Rev. J. E. Ward (Elliot Stock, 6d.). *Sidelights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.).

Reading (Sunday, holiday and "children's hour") (optional):

A *A Book of Golden Deeds*, by Charlotte Yonge (Macmillan, 2/-), pp. 300-372 (1792-1808). *Christopher Columbus* (Nelson, 1/6). *In the Beginning*, by Eva Erleigh (Heinemann, 5/-). *The Flame Tree*, by Mrs. Baskerville (S.P.C.K., 2/-), pp. 59-113.

† The 105th term of work set since the Parents' Union School began.

- B Mrs. Gatty's *Parables from Nature* (Dent, 2/-), or, *The Child's Book of Saints*, by William Canton (Dent, 2/-), may be used. *Maro, the Lion-keeper*, by M. Bruce (Harrap, 1/3).

Writing.

- A *New Handwriting** (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. each card; teacher to study instructions, 6d.).
- A Card 1, lines 1 and 2; card 3, lines 1, 2 and 3, or continue. Two letters to be mastered each lesson. Transcribe from reading books, and write words and short sentences from dictation; new words must be visualized beforehand (see *Home Education*, pp. 240-243).
- B Card 3, lines 1 and 2; eight letters from card 10; or continue; one letter to be mastered each lesson. Write, and print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

BEGINNERS.—Right-hand half of card 4 of *The "New Handwriting."*

Tales.

- A *The Pilgrim's Progress** (Oxford Press, 3/6, or, R.T.S., 2/6), Part II., from the beginning to "The two Lions." *Tales of Troy and Greece*,* by Andrew Lang (Longmans, 5/-), pp. 200-253.
- B Three Fairy Tales. Andersen's *Fairy Tales* or Grimm's *Fairy Tales* (both, Oxford Press, 1/6, or, Dent, 2/-), may be used. Three fables, *Æsop's Fables* (Murray, 2/6).

English History.

- A *Our Island Story*,* by H. E. Marshall (Jack, 10/6), pp. 342-393 (1588-1685). Mrs. Frewen Lord's *Tales from Westminster Abbey** (Sampson Low, 1/6), chapters 3 and 4 (Sir James Outram to the "Monuments of Statesmen").
- B *Our Island Story*, pp. 1-40 (B.C. 55-A.D. 449).

Geography (see N.B. 9).

In every lesson there should be six map questions before reading letterpress, then reading and narration.

- A *Ambleside Geography Books*, Book I.* (P.N.E.U. Office, 2/6), pp. 112-124. *England and Wales** (Cambridge Press, 3/-), pp. 23-28 and 131-172. *The Children of Europe*, by R. J. Finch (Evans, 3/6), (Austria, Czechoslovakia, Jugo-Slavia, Hungary). Philip's *Atlas of Comparative Geography** (3/6 or 5/-). Be able to describe six places connected with recent events. Describe the boundaries of six fields.

- B *The World and its Wonders* (Cambridge Press, 2/9), pp. 108-146. *The Children's World*, by M.S. (Fountain Press, 2/-), pp. 1-16. Be able to describe six places Father and Mother have visited. (1) Describe and, (2), make in tray of sand, valleys, rivers, hills, villages.

Natural History.¹

- A & B Keep a Nature Note-Book (P.N.E.U. Office, 5d., and see *Home Education*, pp. 54, 55). Teacher may find useful: *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6). Keep a fresh or salt water aquarium.
- A *On the Sea Shore** ("Eyes and No Eyes Series," Cassell, 1/3), pp. 1-44. Find and describe sea creatures, new wild flowers and insects. *Animal Life in Africa*,* by Martin Duncan (Milford, 1/-), pp. 5-50 (most of these animals can be seen in the "Zoo").
- B *Birds of the Air* ("Eyes and No Eyes Series," Cassell, 1/-), pp. 1-38; watch and describe six (a) birds (b) animals. *Stories from Natural History*, by R. Wagner (Macmillan, 2/6), pp. 1-59.

Picture Study (see *Home Education*, pp. 307-311, for directions).

- A & B Study reproductions of six pictures by Carpaccio* (P.N.E.U. Office, 2/- the set): teacher see notes in the April number of the *Parents' Review*.

French 2 (see N.B. 3).

- A & B *Cours de Français, Méthode Orale*, Vol. I., by F. Thémoin (Hachette, 2/6), pp. 22-33 (B take the "series" only). *Recueil de Poèmes*, Vol. I., by J. Molmy (Blackie, 6d.).
- A (Optional), *French Fables in Action*, by V. Partington (Dent, 1/9), pp. 15-23; children to narrate.

Number (see N.B. 3).

Teachers should use *The Teaching of Mathematics to Young Children*, by I. Stephens (P.N.E.U. Office, 4d.). Rapid mental work for A and B.

- A Nelson's *Arithmetic Practice*, Part III., Term 2 (11d.), or, Part II., Term 2 (10d.); *Teacher's Book*, Part III. (1/3), Part II. (1/2). Multiplication Tables 3, 6, 9 (five minutes' exercise in every lesson). Tables to be worked out in money thus: $9 \times 7 = 63$; 63 pence = 5s. 3d.
- B Nelson's *Arithmetic Practice*, Part I., Term 2 (10d.). *Teacher's Book* (1/2), Part I., will be found useful. Sums may be worked with dominoes, beans, etc., at first.

¹ Members overseas see special leaflet.

² Schools may substitute Irish or Welsh.

Brushdrawing.

A & B Teacher may consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-): see, also, paper in April P.R. Paint-box with specially chosen colours and brush (P.N.E.U. Office, 2/6). Children should draw occasionally with brush or chalk from memory. For chalk drawing, milled blackboards (P.N.E.U. Office, 1/3 each) may be used. *Pencils should not be used*. Six wild flowers; six animals that you have been able to watch; scenes from your *Tales*, in brushwork.

Recitations.

A & B Recite a poem (each child may choose a different one). Learn 6 verses each from *Exodus*, chapter xiv., and from *The Acts*, chapter iii. Psalm 47. One suitable hymn. *A First Book of Poetry*, compiled by M. A. Woods (Macmillan, 3/-); or, *The Golden Book of Children's Verse*, arranged by F. Jones (Blackie, 2/6).

Reading.

Children should visualize new words every day: see *Home Education*, page 240.

A Poetry and books used for History, Geography, and Tales. (Upper I.A.): *Sir Walter Raleigh* (Nelson, 1/6).

A & B Children who can read a little may use *The Beacon Readers*, Books III. (1/2), IV. (1/4), V. (1/4), and VI. (1/6), taught according to directions in *Teacher's Manual* (Ginn, 1/6), or, *Picture Tales from the Russian*, Books I. to III. (Blackwell, 1/- each), or, *Mr. Wind and Mistress Rain*, by Paul de Musset (Harrap, 1/-), pp. 7-49.

B Reading taught as in *Home Education*, using *The Children's Letter Box** (2/6) together with *Dickory Dickory Dock: The Children's Reading Box** (3/6), both prepared by E. R. Tetley (Jackson & Son), or, *The Beacon Readers*, Books I.* (10d.), and II.* (1/-), with *Teacher's Manual* (Ginn, 1/6).

Music.

A & B *Child Pianist* (Curwen & Son, 3/-), continue *Teacher's Guide* (revised edition, 7/6).

Musical Appreciation.

A & B Mozart from *The Term's Work*, by C. H. Glover (Kegan Paul, 4/6).

Singing.

A & B *Sonnez les Matines* (P.N.E.U. Office, 4/6), or, *French Rounds and Nursery Rhymes* (Augener, 2/6). *Nature Song*: poems collected by J. Cobbold, music by Martin Shaw (Cramer, 4/-).

A *Ten Minutes' Lessons in Sight-Singing* (Curwen & Son, 3/-), lessons 20-23. Two English songs: *The National Song Book*, edited by C. V. Stanford (Boosey & Co., 6/-). *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.).

B *The Joyous Book of Singing Games*, by John Hornby (Arnold, 3/6), or, *Songtime*, edited by Percy Dearmer (Curwen, 4/6).

Drill.

A & B *The Joyous Book of Singing Games* (see above), or, *Rhythmic Games and Dances*, by Florence Hewitt (Longmans, 3/6). *British Marches for Schools*, by Martin Shaw (Evans, 4/6). Swimming. Ex-Students take House of Education Drills.

A *Board of Education Syllabus of Physical Training for Schools, 1919* (1/6): take six consecutive Tables.

B *Physical Exercises for Children under Seven* (3d.).

A & B *Suggestions in Regard to Games* (4d.). (All Eyre & Spottiswoode.)

Work.

A & B Help in house or garden. *Claymodelling*, by H. Unwin (Longmans, 4/6). *Paper Modelling*, by M. Svan-nell (Philip & Son, 3/6), Series II., 6-10. *The Little Girl's Knitting and Crochet Book*, by F. Klickmann (R.T.S., 1/6). Knitting: large needles and coarse cotton. Teachers will find suggestive *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). Use *The World of Paper*, Toy Book, by Forbicechio (Willis & Co., four vols., 1/3 each). Help the "Save the Children Fund" (42, Langham Place, London, W. 1).

N.B. 1.—All children should spend two years (ages 7-9) in Form I.A. In the second year they should read their own books and sometimes write narration. Classes in the second year of I.A. might be called "Upper I.A."

N.B. 2.—In home schoolrooms where there are children in A as well as in B, both forms may work together, doing the work of A or B as they are able, but more work must be expected from I.A.

N.B. 3.—In Number and French there must be no gaps, see Leaflet G.

N.B. 4.—Each child in I.A. should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Brushdrawing" onwards are advisable but optional.

N.B. 5.—For methods of teaching the various subjects see *Home Education*, by C. M. Mason (P.N.E.U. Office, 5/6).

N.B. 6.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto (ruled single, double lines and squares), 5½d. each, and Cambridge paper for the Examination, 1/- for 4 quires (not less), single, double lines and squares; special clipped book post envelopes, 4d. for 3. Drawing paper, 20 sheets for 6d. The School Badge (silver, 4/3.

metal, 9d). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band (2/3), and Ribbon (2 inches wide 2/2 a yard, $\frac{1}{2}$ inch wide, 1/3). Ties (1/3 cotton, 3/3 silk). Boys' School Belts (2/3). Badges stencilled in washing colours on pale blue linen may also be obtained (4 $\frac{1}{2}$ d. unmounted, 6d. mounted). P.U.S. Prayer and Hymn (1d.).

N.B. 7.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 8.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 9.—During the revision of the *Ambleside Geography Books* alternative work will be set. This will not however prevent those members who wish to do so from continuing to use Book II., pp. 148-172 (Africa, North America), for Form IA., instead of *England and Wales*.

N.B. 10.—Members are asked to remember that an average child should cover the whole programme suitable for his age.

N.B. 11.—All letters *re* School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

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FORM I., (A & B).

PUPILS' NAMES.....

Bible Lessons.

- A & B I. 1. Tell (*a*), how God led the Israelites in the wilderness, *or*, (*b*), about the manna in the wilderness.
2. Tell about (*a*), Moses and the Tables of Stone, *or*, (*b*), the Spies and the Promised Land.
II. 1. Tell (*a*), about the Ascension of our Lord, *or*, (*b*), what happened on the Day of Pentecost.
2. Tell (*a*), about Philip and the Eunuch, *or*, (*b*), about St. Stephen.

Writing.

- A Write a line of poetry from memory.
B Write, or print,—
"A harvest mouse swarmed up an ear of corn."

Tales.

- A 1. Tell (*a*), two things about the visit of Christiana to the House of the Interpreter, *or*, (*b*), the story that you most enjoyed this term in "The Pilgrim's Progress."
2. Tell a story about (*a*), Theseus as a boy, *or*, (*b*), Theseus and Medea.
B 1. Tell (*a*), a short fairy story (from Grimm or Andersen), *or*, (*b*), one of Æsop's Fables.

English History.

- A 1. Tell a story about (*a*), Queen Elizabeth and Essex, *or*, (*b*), "The Mayflower."
2. Tell (*a*), how King Charles I. and the Long Parliament quarrelled, *or*, (*b*), a story about Oliver Cromwell.
3. Tell a story about (*a*), Lord Tennyson, *or*, (*b*), Henry Fawcett.
B 1. Tell a story about (*a*), Caligula, *or*, (*b*), Boadicea.
2. What do you know about (*a*), St. Alban, *or*, (*b*), the coming of Hengist and Horsa?

Geography.

- A 1. What do you know about the sea? Name five seas, and say where each is.
2. Tell what you know about (a), salt, and say where it comes from, or, (b), potters and glassmakers,
- or, 2. Tell (a), six things about Africa, or, (b), how Columbus found the New World.
3. What do you know about (a), the Czechs and their country, or, (b), Janós of Hungary?
- B 1. Tell what you know about (a), Captain Cook, or, (b), pearls and pearl-divers.
2. What do you know about the people who live in (a), New Guinea, or, (b), New Zealand?

Natural History.

- A 1. Tell what you know about (a), a star-fish, or, (b), a hermit-crab.
2. Mention four other creatures that you would expect to see in a walk by the sea, and describe two of them.
3. Describe (a), a gorilla, or, (b), a leopard, and say what you know about it.
- B 1. Mention four birds you have seen, and describe two of them.
2. Tell how the chaffinch and the wren build their nests.
3. What do you know about (a), an earthworm, or, (b), a gnat?

Picture Study.

A & B Describe Carpaccio's "St. George and the Dragon."

(Some other picture from the term's work may be chosen if this has not been studied.)

French (oral only).

- A 1. Say, in French, how you get up in the morning, wash yourself, dress yourself.
2. Recite, or, act in French, a scene in a lark's nest (*L'Alouette et ses Petits*), or, recite a French poem.
- B 1. Sing a French song, or, act a nursery rhyme in French.
2. Give the French names of four things in your bedroom, and say in French how you use them.

Number. (All working must be shown.)

- A 1. A wall is 238 inches high. George climbs up $\frac{6}{7}$ of it; how far has he still to climb? (Feet and inches.)
2. A loft contains 19 tons, 8 cwt. of hay; if 8 cwt. is used each day, how soon will the loft be empty? (20 cwt. = 1 ton.)
3. Mrs. Brown bought 7 lbs. of candles at $1\frac{1}{2}$ a lb.; $4\frac{1}{2}$ lbs. of soap at 9d. a lb.; and 18 boxes of matches at $\frac{1}{3}$ the dozen boxes. Make out her bill,
- or, (First year.) 1. How many pieces of wire, each 6 ft., can be cut from a coil containing 168 feet?
2. How much is left of a £5 note after buying 8 theatre tickets at $\frac{4}{6}$ each?

3. At a garden fête there were 240 women, 56 men, 87 girls and 62 boys; how many people altogether?
- B 1. A steamer at the seaside stopped at a pier. Twenty-seven passengers got off and 18 went on board. How many fewer passengers were there?
2. Five hens have 18 chickens each. How many chickens are there altogether?
3. Show by an addition sum how much money was spent altogether on a ball, $4\frac{1}{2}$ d., two dolls, 2d. each, and some sweets, $3\frac{1}{2}$ d.

Brushdrawing. (All work to be done with brush and in colour.)

1. Make a picture for a story about Theseus, or, for a fairy tale.
2. A wild flower.

Recitations.

Father to choose a hymn, a poem, and two passages from the Bible Lessons.

Reading.

Father to choose unseen passage.

Music.

Examine in work done and report progress.

Singing.

Father to choose an English and a French song, and I.A., two tonic sol-fa exercises.

Drill.

Drill, before parents.

Work.

Outside friend to examine, but list of handicrafts completed to appear in *Parents' Report*.

The Summer Examination is optional.—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks to be followed in all subjects see head of Report Forms.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination. (See Leaflet H).